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Lodge Grass OPI Team - Planning for Improvement

Think of the change process as a traveling canoe, and your decisions and actions as the paddle. You will get where you are going one stroke at a time with the decisions and actions you make. - DJ Vanas



Transformation News--- *Corri Smith:*

Instructional News – *Angie Collins:*

School Board Involvement --- *Stevie Schmitz:* The board participated in a training retreat in conjunction with the school board from Lame Deer. Five members of the Lodge Grass board, the superintendent and the board clerk were in attendance along with several board members from Lame Deer and their administrative team. Legal guidance was provided by Jeff Weldon who serves as counsel for both boards. Other items discussed were leadership issues, legislative updates, roles and responsibilities of board members and administrators, policy issues and a board evaluation for future training items. Nancy Coleman of the Office of Public Instruction gave an update on the School Improvement Grant (SIG) initiatives and I provided SOPPAS (Schools of Promise Performance Appraisal System) information. The event was received with positive evaluations and future events are planned with both boards as well as the board from Pryor.

School Community News – *Forest Horn:*

From the Helena Office -- *Nancy Coleman, SIG Unit Director:*

Grant Requirements for March & April:

For the board's information we are providing a listing of things that need to be accomplished at various levels. Much of the work is a continuation from the previous month:

For the on-site OPI employees:

- Support the state tests which are slated for March;
- Utilize the checklist developed to ensure the processes required for SOPPAS are followed;
- Begin to gather tools to help staff develop a process to revise and update class schedules, the school calendar and various handbooks for the districts which will include community and student involvement in this process;
- Continue to work to foster shared leadership in the implementation of the District Action Plan (DAP) bringing all voices to the table;
- Continue work with SIG District Leadership Team (DLT) to establish processes and procedures to monitor and implement the District Action Plans details;
- Continue to assist with organizing the collaborative Professional Learning Communities (PLCs);
- Continue to support actions steps within the Montana Behavioral Initiative (MBI);
- Begin to work with local staff to determine a protocol for scheduled external professional development providers;
- Continue to provide job embedded professional development through training and coaching for all staff.

For the Principal:

- Develop and implement an evaluation schedule for the 3rd party evaluator;
- Assume the required role as established by the SOPPAS evaluation process;
- Monitor the assessment plan – protocol developed and plan discussions with staff and students on how to improve the process for next year;
- Continue to attend School Improvement Team meeting(s); coordinate professional

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development of the PLCs which should include calendars – teaching/class schedules and handbook revisions for board review by April;

- Continue to lead, along with the MBI facilitator, action steps within the MBI;
- Continue to assessment progress on the work of SIG DLT to start planning for next year;
- Continue to monitor a system to determine ‘at risk’ students based on – attendance, past class grades, discipline, support systems for success (student information system); and
- Put a plan in place that will accurately gather the required reporting data for grant compliance.

For the District/Superintendent:

- Begin the evaluation process for principals through the SOPPAS process;
- Continue to support the implementation of the DAP through resources, etc.; and
- Continue to participate in the finance calls that are provided by the OPI once a month.

For teachers:

- Actively participate in the SOPPAS evaluation process;
- Actively participate in the collaborative PLCs;
- Continue to plan and implement lesson plans that include standards alignment with ongoing assessments;
- Continue to implement the programs for communication arts and mathematics with fidelity;
- Continue to actively participate in school improvement teams which you are involved with;

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Statewide Youth and Community

Outreach – *Don Wetzel, Jr.*: This month the schools made great strides in implementing youth initiatives that included afterschool programs and clubs. Rodeo, drama, and poetry

clubs have been developed and student lounges are becoming a reality in our schools with support coming from parents, teachers and school boards. These incentive driven programs will provide positive rewards for youth that improve attendance and grades. I was able to sit down and visit with many teachers and staff members at each of our SIG schools and explain our community and youth driven work and to also discuss ways to improve our communications around the youth. It is exciting to have these discussions!

The CL’s big focus for this first year has been to develop relationships with the Youth, Elders (Culture), Community programs, and Parents and Families. This is a long process, but it is exciting to see how it has progressed at each of our SIG schools. Culture and identity are brought up often when discussing our plans for in the community and schools. We have the privilege to work with the strongest and most resilient Tribal Nations in these schools and want to bring those historic strengths to the forefront and help in developing successful.

In two of our schools we have began the Home Visiting Project (include weblink?) that is bringing great benefits to parents and the school. Schools staff are invited by the community liaisons to make visits to parents with the first visit focused on simply the hopes and dreams of our students. Let’s continue this positive trend and work together to keep all of our students’ hopes and dreams at the center of our work. Donnie Wetzel, dwetzel2@mt.gov, Phone: 281-5092 Cell: 438-1733

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